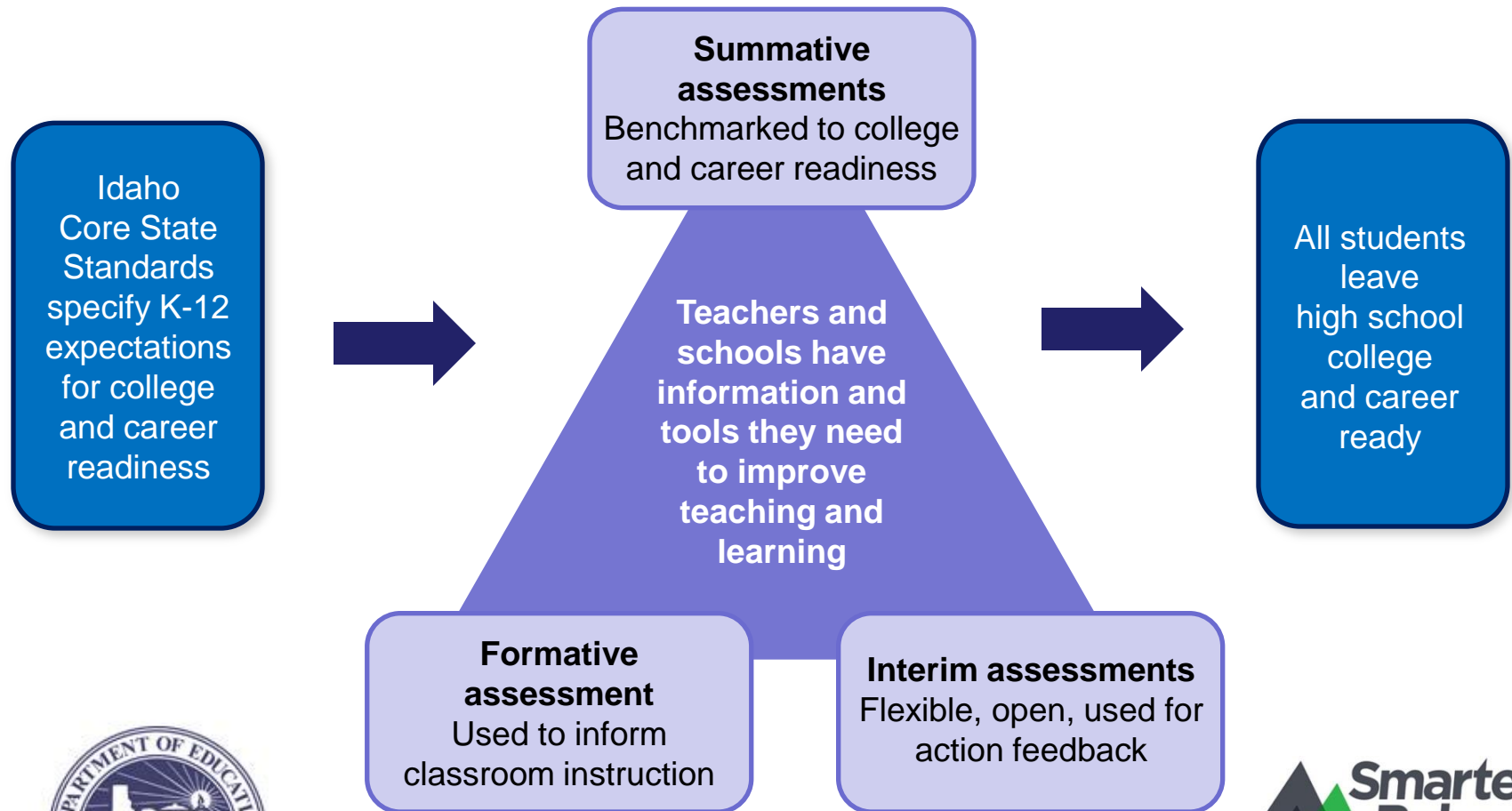


The Smarter Balanced Assessment System



Smarter Balanced Field Test Training

A Balanced Assessment System



Why Smarter Balanced?

- Balanced assessment system (formative/interim/summative)
- Aligned to Idaho Core Standards
- Designed to probe student knowledge at deeper levels
- Adaptive and advanced items
- Idaho governance
- Direct benefit to HS students (11th grade test)



Idaho Core Math Standards

- Balance conceptual **understanding** and procedural fluency
- **Connect** these two types of knowledge
- Maintain **high cognitive demand**
- **Communicate reasoning** about concepts
- Engage students in mathematical practices:
 - **Reason** abstractly and quantitatively
 - **Construct** viable arguments and critique the reasoning of others

(Moschkovitch, 2012)



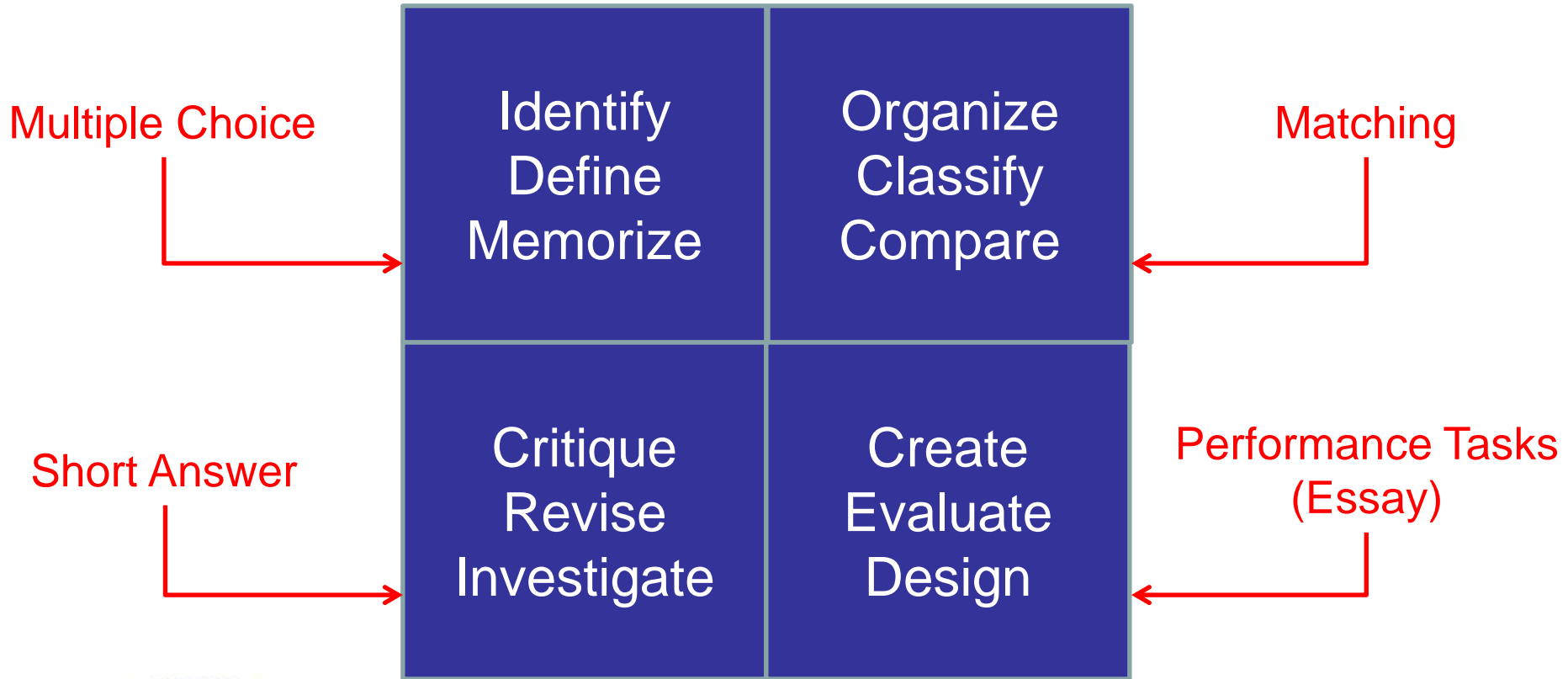
Idaho Core ELA Standards

- Reading: **Engage** with **complex** texts to build knowledge across the curriculum
- Writing: Use evidence to **inform, argue and analyze**
- Speaking and Listening: Work **collaboratively**, **understand** multiple perspectives, and present ideas
- Language: **Develop and use** the linguistic resources to do all of the above

(Bunch, Kibler & Pimental, 2012)



Assessing Deeper Knowledge



Assessing Deeper Knowledge

ISAT

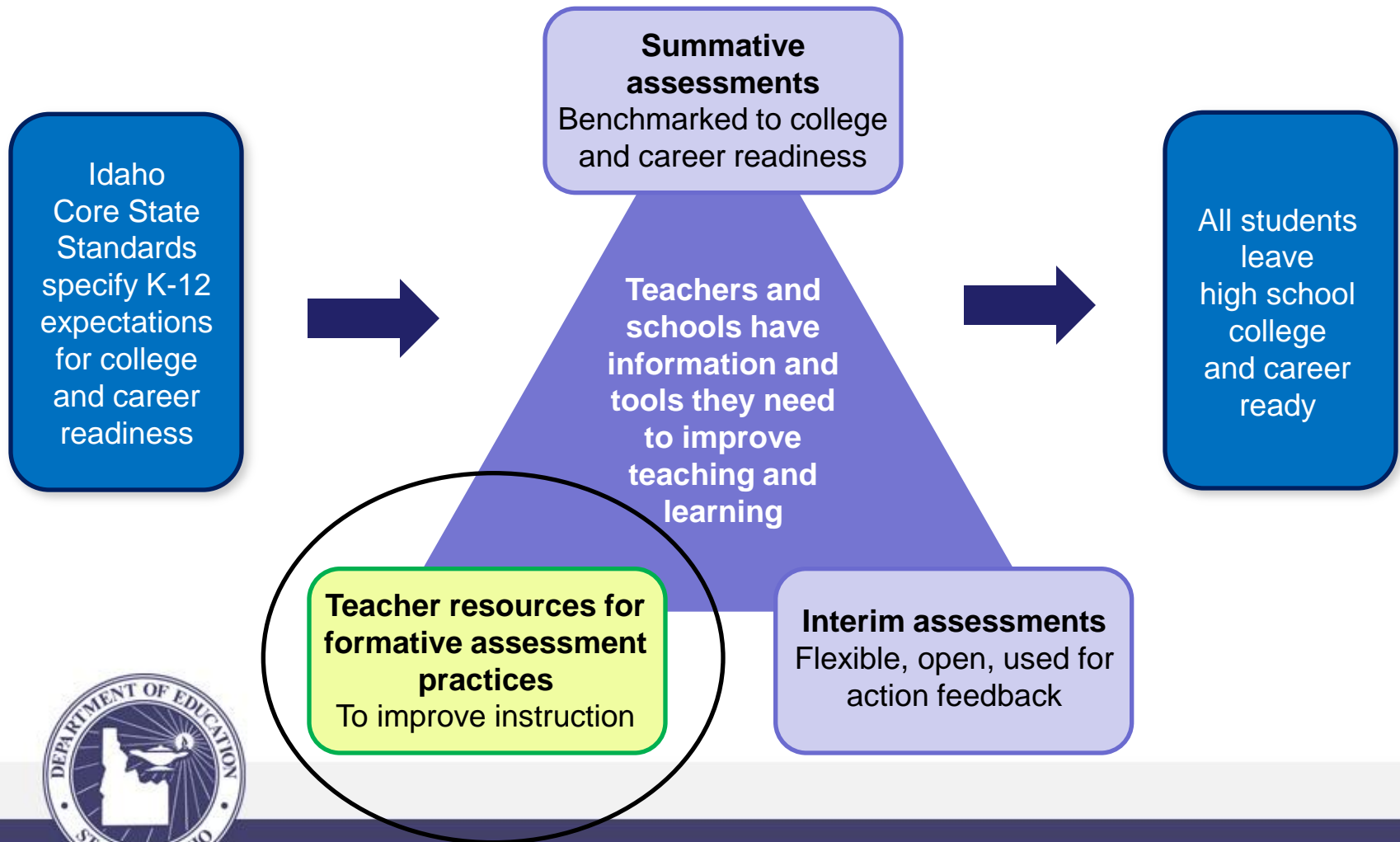
90%	Identify Define Memorize	Organize Classify Compare
10%	Critique Revise Investigate	Create Evaluate Design

Smarter Balanced

30%	Identify Define Memorize	Organize Classify Compare
70%	Critique Revise Investigate	Create Evaluate Design



A Balanced Assessment System



Formative Assessment

- Assessment FOR learning
- Daily/weekly at classroom level
- Answers questions like:
 - Where are my students in relation to learning goals (for this lesson)?
 - What is the gap between students' current learning and the goal (for this lesson)?

(Heritage, 2013)

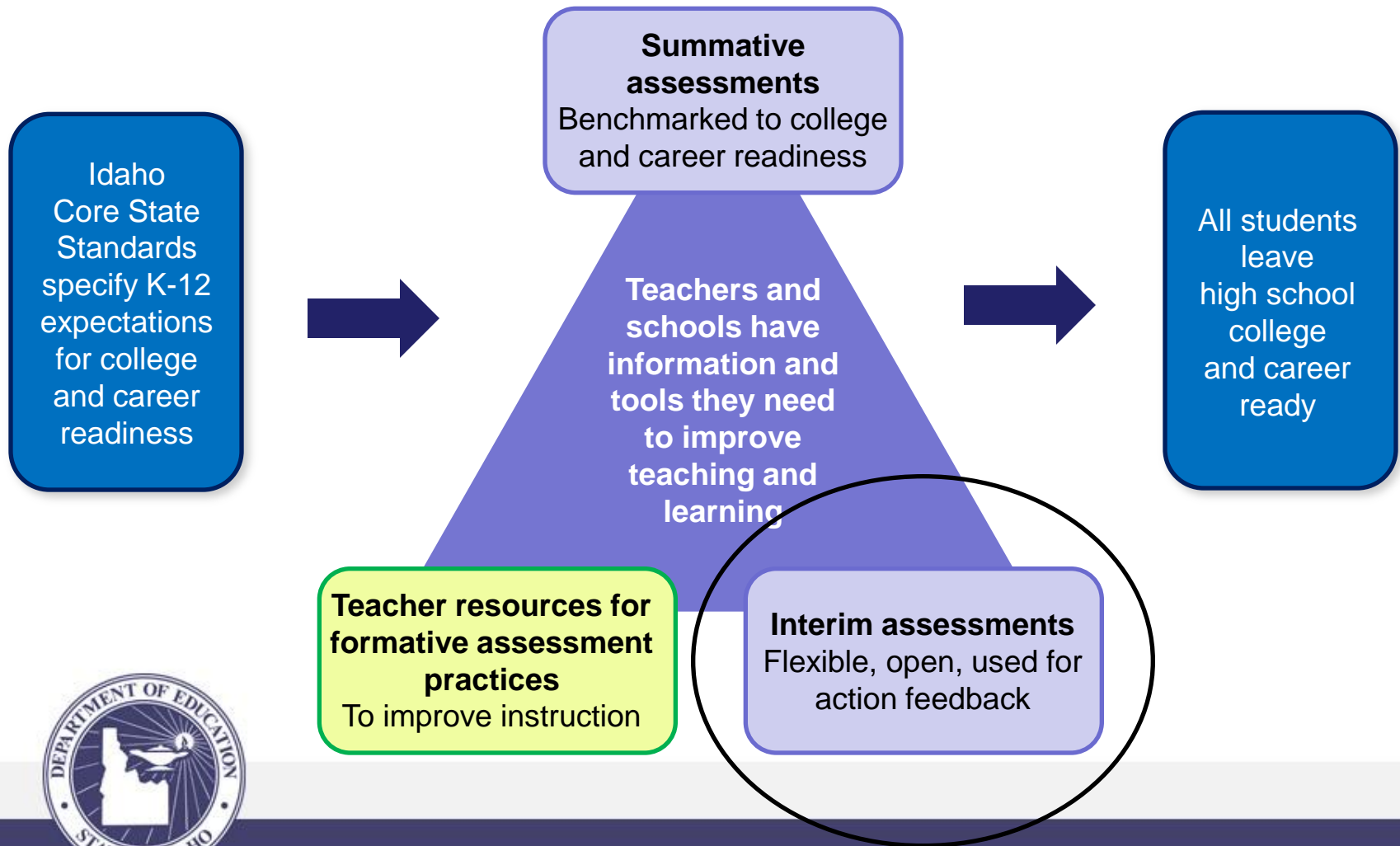


Smarter Balanced Formative Digital Library

- State Network of Educators (SNE):
 - 70+ Idaho educators contributing, reviewing, and approving materials for the library using a Quality Criteria Checklist / System
 - Educators will review and pilot materials in their classrooms and schools to provide feedback.
- Library will be available for use in beta in April 2014
- Idaho may purchase access after August 2014
- Optional



A Balanced Assessment System



Interim Assessment

- Assessment OF learning
- Periodically at classroom, school or district level
- Optional
- Answers questions like:
 - What have my students learned?
 - Is there evidence improvement strategies are working?
 - How should we allocate resources at the district and school levels?



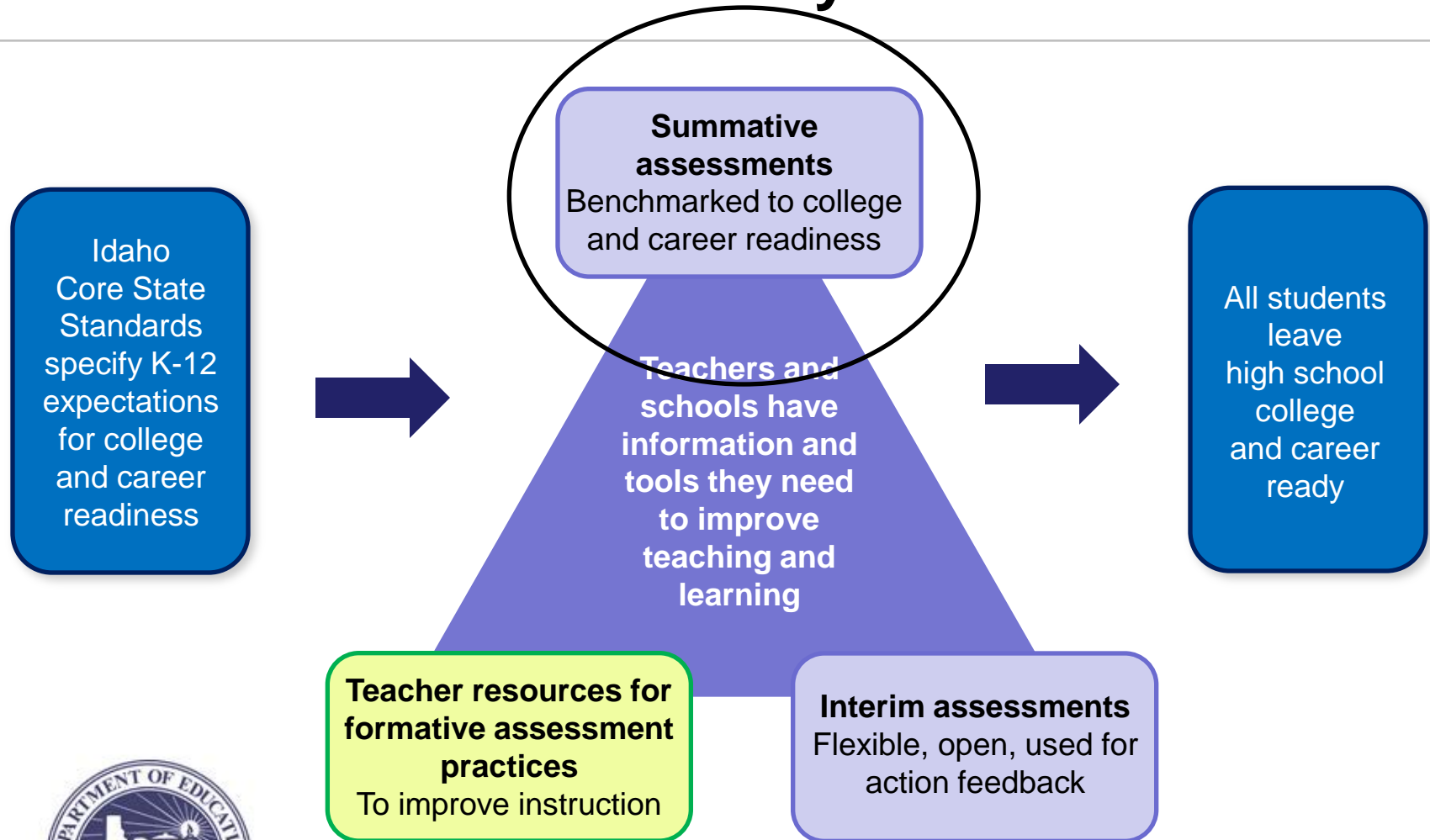
(Heritage, 2013)

Smarter Balanced Interim Assessments

- Non-secure interim item bank is flexible; can be used at district, school, classroom levels.
- Ready for use in Fall 2014
- Student-level scores will be available!
- Idaho may purchase access going forward.
- Optional



A Balanced Assessment System



Summative Assessment

- Assessment OF learning
- Annual at state level
- Answers questions like:
 - Have students met the standards?
 - How are subgroups performing over time?
 - Is there evidence improvement strategies are working?
 - How should state and districts allocate resources?

(Heritage, 2013)



Smarter Balanced Summative Assessment

- Developed with broad input from stakeholders in Idaho
- Computer Adaptive Test
 - Multiple choice
 - Short answer
- Performance Tasks
 - Theme and scenario-based sets of materials
 - Measure higher-order thinking skills



Smarter Balanced Estimated Testing Time*

Field Test
downtimes:

-April 10-April 13

-May 8-May 11

-During this
downtime time,
Science ISATs, ISAT
retakes and/or
EOCs (in May)
could be
administered

Content Area	Grades	Non-Performance Task items	Performance Task	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	9-11	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	9-11	2:00	1:30	3:30	:30	4:00
Both	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	9-11	4:00	3:30	7:30	1:00	8:30

*Times are estimates of test length for most students. Smarter Balanced assessments are designed as untimed tests; some students may need and should be afforded more time than shown in this table.



Smarter Balanced

Proctoring & Test Administration



Proctoring Smarter Balanced

- ***“The Smarter Balanced Field Test should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals etc.). Expanding the Test Administrator role to other individuals, who receive the required test administration trainings, is a decision made at the state level in accordance with state policy, protocol, or guidelines.”*** (Smarter Balanced TAM)
- Proctoring guidelines used for ISAT will remain in force for the Smarter Balanced Field Test and future operational tests.
 - Teachers are not allowed to proctor their own students in taught subject area
 - The math teacher should NOT proctor his math students on their math assessment
 - Teacher Swap Model – The math teacher could proctor the ELA assessment; the 3rd grade teacher could proctor the 5th grade assessments



Smarter Balanced

Participation & Opt-Out Concerns



Participation in Smarter Balanced

- ***Is there a state policy for opting out of standardized tests?***
 - The state has **no** policy allowing for students to opt out of standardized tests in Idaho. For more than a decade, Idaho has had core standards in place and has measured students against these standards using a statewide test. Idaho has never had an assessment or standards opt-out policy.
- ***Can districts or schools opt out of the standards and testing?***
 - No. The state received an AG's opinion on how districts cannot opt out of the minimum state standards established by the State Board of Education. (see <http://www.sde.idaho.gov/site/commonAssessment/>)



Participation in Smarter Balanced

- ***Which grades are being tested?***
 - Students in grade 3-8 and 11 are required to participate in both the math and ELA/Literacy performance and non-performance portions of the assessments. Grades 9 and 10 are optional, but highly encouraged to participate.
- ***Will parents be provided a state-sanctioned process for opting their students out of statewide testing requirements?***
 - **No.** Idaho has adopted the Common Core State Standards as Idaho's new Core Standards in mathematics and English language arts. If students are attending public schools, they are required by state and federal law to take the statewide standardized test so the state can measure student achievement and school performance each year. This is not new. For more than a decade, Idaho has had core standards in place and has measured students against these standards. The state has never had an opt-out policy. If parents have concerns about the curriculum being taught in a particular school, those decisions are made at the local level. We encourage parents to work with the local school board in selecting which standards-aligned curriculum is adopted.



Participation in Smarter Balanced

- ***Ideas for meeting the NCLB 95% participation requirement:***
 - Host a Family Math Night or Family Reading Night and run through Practice Test questions with students and parents at the same time as one of your activities (<http://sbac.portal.airast.org/practice-test/>).
 - Send a letter and sample test questions home with students and ask them to try solving these problems with their parents. Post the answers on your district/school website where more information about the standards and new assessment is available.
 - Be sure every teacher has information and talking points on the new test prepared for parent-teacher conferences. Talk about what each student did this year so far and also talk about what is happening going forward.
 - Host small discussion groups with 7-10 parents at a time to go over their questions about the standards and new assessment.
 - Record a teacher at your school or district describing why he or she prefers the new test over the ISAT.



Ideas for Promoting Participation

“Which of the following incentives did the school give to the students who participated?”	Idaho	Nation
NAEP Certificate of Volunteer Service	56.7	56.6
Food incentive (before or after assessment)	20.6	22.9
The school provided no incentives for the students	25.8	22.8
In-School Incentive (e.g. parking spaces, early release, lunch line, dress code, etc.)	18.6	15.7
Given item (e.g. school event tickets, community provided items, etc.)	5.2	10.2
Lottery for items	4.1	9.6
Recognition at a school or awards assembly	4.1	5.3